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ABSTRACT

Suggestions are offered in this bulletin to provide insight and encouragement to elementary and secondary social studies school teachers for using a wide variety of instructional materials, including multiple books, in their classrooms. The rationale for using multiple books is introduced. Tips for teachers are provided on types of materials, and on how to select, obtain, and use multiple reading materials. A major portion of the bulletin centers on questions that reachers most often ask about using multiple reading materials, along with answers from accepted research and present trends. The topics of such questions focus on the reading difficulty of multiple books, the use of one or more basic textbooks, having all pupils read about one question at the same time, small group study, use of study guides, discrepancies in facts, oral reading, time devoted to reading varied materials, home study, and evaluation. Related documents are SO 005 979 through SO 006 000. (SJM)

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How To Do It Series—No. 16

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How To Use Multiple Books

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A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION
1201 16th Street, N.W., Washington, D. C. 20036

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MARY C. WILSON, *Supervisor* (Retired)
Lincoln Parish Schools, Ruston, Louisiana

Revised 1965 by JACK W. MILLER
George Peabody College for Teachers
Nashville, Tennessee

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The *concept* of using multiple books in the teaching of social studies was born more than a half century ago. The *practice* of using more than a single textbook, however, is still in its infancy. This discrepancy between accepted theory and common practice is distressing. At a time when pupils are often subgrouped and provided with varied materials in reading, mathematics, and science programs, it seems apparent that the same approach would be effective in the social studies.

Authorities in the field of human development and learning frequently point out that the range of individual differences among school children can be expected to increase. As this happens the need for a wider variety of instructional materials, including multiple books, will become even greater than at present. It is hoped, therefore, that the suggestions offered in this bulletin will provide insight and encouragement to elementary and secondary school teachers who are responsible for social studies instruction.

Why Use Multiple Books?

The reasons for using multiple reading materials in social studies classes are varied and numerous. Textbooks introduce many different, difficult concepts and a vast assortment of strange and technical words. No single textbook can develop adequately all aspects of the various concepts that are introduced. No basal textbook can supply sufficient detail to enable all pupils of a class to visualize the various concepts vividly, to understand them adequately, and to think about them critically. The whole range of the library is necessary to supply reading materials which will make it possible for pupils to gain breadth and depth of understanding.

Experience backgrounds of pupils in the elementary and secondary schools are limited. Since one must interpret the printed page in light of his own experiential background it is desirable to supplement the brief textbook presentations by extensive reading from various types of materials. From such reading, one may gain vicarious experiences and greater insight into complex problems.

The range of aptitudes, interests, and reading abilities among pupils in every class is surprisingly great. Thus, a teacher can expect to find at least a five-grade range in reading ability in the ordinary class of thirty pupils. The interests, aptitudes, and experience backgrounds of these thirty pupils vary to a like degree. The chief reason for recommending the use of multiple books, therefore, is to provide for the individual needs and abilities of all pupils in a class.

Types of Materials To Obtain

At present publishers are producing a wide variety of materials for use in social studies classes. In every classroom abundant and varied social studies materials should be made easily accessible to pupils and teachers on the social studies bookshelf and reading table. Necessary and useful materials include:

Textbooks—History; geography; fusion books; reading textbooks containing material pertinent to social studies; related science books
(Different difficulty levels of textbooks should be available. An advantage of using reading textbooks is that the approximate difficulty of the material is immediately known.)

Reference books—Juvenile, adult, and special encyclopedias; pictured, juvenile, and unabridged dictionaries; atlases; directories; yearbooks; almanacs; government bulletins; anthologies

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Price 25 cents per copy. Discounts 2-9 copies, 10%; 10 or more copies, 20%.

Newspapers, magazines, and periodicals—Juvenile and adult subscriptions to periodicals; clipping files of permanent information; vertical-file materials; pictorial materials

Source materials—Letters: diaries; sample ballots; published reports; autobiographies; speeches; logs of activities; maps; minutes of meetings; time tables; recipes; directions; songs; photographs

Pamphlets—Unit booklets; free and inexpensive materials; local, state, and national bulletins

Literary materials—Biographies; travel books; fiction; poetry; folklore; short stories

Teacher-made and pupil-made materials—Charts; graphs; personal anecdotes; summaries; reports; scrapbooks; group records

Materials for the teacher—Adult source materials; adult textbooks; authentic references

(Teachers should read critically and widely in preparation for and during the study of a unit.)

How To Select Materials

The problem of selecting reading materials for use in social studies classes is both important and difficult. Rising costs of education, limited budgets, changing curricula, and ever-increasing enrollments present difficulties that cannot be overlooked. Even when funds are available, however, the problem of selecting materials is a difficult one. Some teachers and librarians have found the following suggestions to be helpful:

Abundant materials approximately one grade level lower than the average reading level of the class should be available.

The literary style, sentence structure, and vocabulary of the materials should vary and should be appropriate in difficulty for the pupils who will use them.

The materials should appear in a variety of formats, bindings, and sizes.

The content of the books and materials should vary to include those replete with pictures; those with few pictures; and those with maps, graphs, charts, diagrams, and tables.

The content of the books should vary to include source materials, authentic versions, imaginary versions, and poetry.

Most of the materials should contain tables of contents, indexes, glossaries, and appendixes in order to facilitate pupils in locating information.

How To Obtain Multiple Reading Materials

The supply of books and other materials in most elementary and secondary school classrooms is inadequate. Pupils need resources which will allow them to gain an adequate understanding and to reach valid conclusions about problems which beset mankind. Fortunately, most school systems are entering a new era in regards to social studies materials. Tremendously increased federal and state funds are now being made available for purchase of materials for individual schools and classrooms. Social studies teachers should join with administrators and librarians to insure that these funds are used, and used wisely.

It is particularly important that the selection of materials not be limited to hard cover books, maps, films, and other obvious and standard items. Files containing clippings from magazines and newspapers, state and national bulletins, and a wide variety of free and inexpensive materials should be organized and made available to teachers and pupils. Relevant selections from outmoded and mutilated books can be bound into folders for pupil reference. Other files containing articles from such periodicals as *The National Geographic Magazine* can be bound, labeled, and catalogued for units of study. In some cases, teachers may need to be freed from other duties for a period of time so that they can write authentic but extremely simple materials for use of pupils who have limited reading skills.

Teachers should not overlook the service of available libraries. In schools which maintain a central library, teachers can call for books that relate to the unit of study and expand their classroom collection of reading materials. Books from public libraries, church libraries, and special loan collections from state library commissions should be obtained when such services are available. City and county school systems often purchase books and send them to teachers upon call. Some school systems maintain a materials library which circulates kits of books and reading materials for units in the content fields. Traveling libraries which circulate from school to school are available in other systems. Each teacher should use to the fullest extent all available sources of reading material.

How To Use Multiple Reading Materials

A majority of elementary school teachers and many secondary school social studies teachers use the unit approach for organizing instruction. Because of the flexibility of this approach in providing for individual differences among pupils in the intergration of one or more social sciences into the curriculum, the discussions in this bulletin assume that the teacher uses the unit approach. Unit organization implies that important content is centered around a class purpose or problem. In social studies teaching unit procedure, many teachers recommend a division of time as follows:

The introduction, which uses approximately 20 percent of teaching time

The study-work period, which uses approximately 40 percent of the teaching time

The discussion-organization period, which uses approximately 30 percent of the teaching time

The evaluation, which uses approximately 10 percent of the teaching time.

The introductory phase of a unit is especially important in using and in preparing for the use of many different types of reading materials. During this initial period it is desirable to stimulate interest, arouse curiosity, raise questions for study, and plan how to proceed in the study. Two ways to stimulate interest are through sharing background experiences and through exploratory reading. Various unit booklets and different textbooks of appropriate difficulty levels are desirable for this brief, initial reading to stimulate inquiry. As a result of this reading and the discussion of background knowledge, the pupils and the teacher cooperate in formulating questions to guide their study of the unit. Teachers should not hesitate to propose questions, for they have a comprehensive grasp of the entire unit which should be used in eliciting questions from pupils and in suggesting important questions that are overlooked by the pupils. These questions make up the long-range assignment which will direct the reading for the entire unit.

The success of the study-work stage of the unit depends largely upon the excellence of the questions raised for study. Pupils who share the responsibility of discovering and stating study questions are usually eager to learn and to read to obtain authentic answers and solutions. For a prolonged and extensive study, it is wise to organize the questions into major and subordinate problems. In the event of great numbers of questions, the pupils and teacher may plan together the questions of fundamental importance that all members of the class will study and those which individual volunteers or small groups may use for special study. As the study-work period of the unit proceeds, important new questions will arise. These questions should be noted and used for renewing interest and for additional study.

The work-study period follows the introductory period in the unit. Many different types of activities such as taking excursions, viewing films, listening to tapes and records, and conducting experiments contribute to pupil learning. Reading, however, is recognized as an extremely valuable means of learning. Usually, it consumes a major portion of the work-study time.

Multiple books are particularly important for the work-study portion of the unit. For maximum value, reading must have purpose, be critical, and be individualized to meet the needs of pupils. Class members should locate materials that bear on their problems and should read under the stimulation of questions and problems which *they* have raised. While they may be assigned to a relatively heterogeneous classroom group, pupils of differing abilities and interests should read from different authors, use books of different ability levels, and cover greater or lesser amounts of content.

In order to explain how to use multiple reading materials in teaching social studies, usual questions of teachers have been stated and answered tersely in accordance with accepted research and present trends. *These questions follow:*

How Difficult Should the Multiple Books Be?

The books relating to each topic should present a wide range in difficulty. Too many books of adult difficulty will repel and discourage pupils in the elementary grades and in junior high school. The problem of study reading is closely allied to purpose and incentive for reading. Pupils who are keenly motivated and eager to learn about a particular problem can read successfully from difficult books that bear on that problem.

The majority of the materials assembled for study should be easy for the large average group of pupils. Books that are one grade or two grade levels lower than the grade classification in which they will be used are especially desirable. In selecting books for particular children, it is well to encourage them to read a little to determine whether the book is appropriate in difficulty. For independent reading a book is difficult for a primary child if he meets one new word in a running 200; the book is difficult for an intermediate child if he meets one new word in a running 100. With instruction and teacher guidance, however, the pupils can cope with more difficult materials. Pupils should be able to read the books with facility and to center on the solution of a problem—rather than on the identification of numerous strange and difficult words.

Pupils with accelerated reading ability usually should be encouraged to read books on their reading level. These pupils should not, however, be denied the privilege of reading appealing books that are easy for them. Superior pupils enjoy reading easy books with important content on the class problem. Less proficient pupils feel encouraged when they find that they can read some of the books that the superior pupils enjoy reading.

Should More Than One Basic Textbook Be Used?

Much controversy exists over the question of whether a social studies teacher should use more than one basic textbook. It has been customary to purchase and provide the same textbook for every pupil in a class. Advocates of multiple textbooks, however, recommend the purchase

of a half-dozen or more texts by different authors and at different levels of difficulty. Regardless of which of these policies is followed, extensive use should be made of non-text reading materials.

In the use of several textbooks there is no single correct procedure. Reading from different textbooks may be used to kindle interest and enthusiasm during the introduction of a unit. Similarly, reading from the different textbooks provides an effective means of summarizing or concluding a unit. Throughout the study-work phase of a unit, pupils can use different textbooks. In the class study of a specific topic, the pupils may use the index to locate information and read on the topic. If reading-study time is limited, the teacher may denote specific page references for each of the textbooks on the chalkboard. After reading from the various textbooks, pupils may locate further information and read from other books. Different textbooks are particularly suitable for small-group instruction in which pupils are grouped according to reading ability.

A desirable social atmosphere should be maintained in the class regardless of whether one textbook or several different textbooks are used. The practice of using the same book for all pupils except a few very weak ones inevitably leads to embarrassment for these weak pupils. The practice of having all pupils use the same book and follow laboriously together while paragraph after paragraph is read aloud, explained, and discussed creates an equally unwholesome situation. The practice of making a uniform assignment in the same textbook is one that fails to challenge the accelerated pupils, while at the same time leading less proficient pupils to discouragement and failure. Through the use of individualized assignments and textbook materials, each pupil can read from a book on his ability level and relate information on the class topic—information that every other pupil has not already read and learned for himself.

Should All Pupils Read About One Question at the Same Time?

The policy of teacher-pupil selection of an important question for all members of the class to study is desirable. This selection can be made prior to the day for reading. The teacher then has an opportunity to assemble all books which contain information pertinent to this particular question.

On the day for reading, the question for study and its significance should be recalled. Vocabulary assistance with prevalent proper names, special terms, and technical words used in most of the books treating on the topic should be provided. Each pupil should receive a book which contains information on the study question. The teacher should bear in mind the reading abilities of various pupils as she distributes books to the class. Obviously, a pupil who has superior reading ability should be given a longer selection in a more difficult book than a pupil who has only average reading ability for his grade level. Conversely, a pupil who has very limited reading ability for his grade level should be given an appropriate selection and book.

This procedure of having all pupils read about the same question has distinct advantages. As all pupils study and read about a common problem there is a feeling of unity and belonging which is desirable. All pupils have been provided with books which they *can* read and books which will make it possible for them to succeed in their reading and study. Entire-class study of one problem helps to break down any feeling of inferiority that may have developed during necessary ability-grouping periods within the classroom. Pupils who read rapidly and independently and who have good comprehension may read a longer and more difficult article. Often, they may read pertinent selections from *several* books or journals. If the supply of multiple materials is limited, pupils who complete books at approximately the same time may exchange materials. Some teachers encourage pupils who have completed their first book to turn to textbooks or encyclopedias for further information on the class problem.

Immediately after reading about a particular problem, it is wise to arrange for a discussion period. Different books contain different details and different ideas about the common problem which make the discussion period livelier and more interesting. As pupils listen to the ideas presented by other pupils they often ask to exchange books and engage in further reading on the problem during their voluntary reading time in school or at home. Vocabulary difficulties are also lessened as key words are met and reported from books with different versions of the class problem.

Should Individual Study Problems Be Used?

There is need for all pupils in the class to read from a variety of different books on individual problems. Sufficient time is never available to study every aspect of content in a unit. Teachers should plan with the pupils the most crucial phases of the problem that all members of the class will study. Nevertheless, there are many significant and intriguing phases of content suggested by extensive reading that the entire class cannot study. After working as an entire class on certain aspects of the

unit, it is desirable to encourage different pupils to select a subordinate phase of the unit for individual study.

There are many ways to proceed in using individual study problems when multiple books are accessible. As individual pupils discover new problems and acquire new interests they should be encouraged to explore these personal interests through wide reading and intensive study. Such study may or may not be reported in class. Another procedure is to ask each pupil to select a certain aspect of the unit that is particularly interesting to him and to obtain all possible information on this problem to report to the class. These individual-interest selections may be made early or toward the close of the study-work period of the unit. Still another practice is to excuse accelerated pupils from basic-developmental reading classes and to guide them in reading and studying about a problem of personal interest. In addition to the class study, a variety of related topics may be selected by individual members of the class for intensive study.

What About Small-Group Study?

Social studies units can be introduced and completed successfully without small-group work. For maximum involvement and possible concept development among individual pupils, however, small-group work should be included whenever possible. Multiple reading materials are essential as the group selects, organizes, and pursues its topic.

Special-interest groups may be formed in the class to study intensively some phase of the overall problem and to make a report to the entire group. Whenever possible, voluntary choice should be used as the basis for forming these interest groups. A wise teacher, however, will insure that social factors do not become dominant in pupils' selection of a group. Whenever possible, a study group should include pupils with a wide range of reading ability. This often comes about quite naturally, with superior and less advanced pupils chosing to work on the same topic. For this reason, the teacher must be sure that both the scope and the difficulty level of the reading materials selection are extensive enough to provide for various pupils in each special interest group.

Pupils within a class may be grouped according to reading ability for special study work. In this grouping policy a stimulating motivation period is provided on the class problem. After this motivation period in which purposes for study are set, each group obtains materials of appropriate difficulty and reads together. Textbooks are frequently used for this type of grouping. Limited sets of textbooks of three or more difficulty levels dealing with the class problem are obtained. Comprehension exercises should be differentiated as well as the books.

Another procedure for grouping includes a combination of class, group, and individual work. After the entire class has studied certain essential aspects of a unit, other important topics are listed for small-group or individual study which will be reported orally to the entire class. The teacher should assist in suggesting problems for group and individual study and be sure that some topics are simple while others are complex. Pupils should be guided in selecting topics that are appropriate to their ability levels. For example, after an entire class has studied overall aspects of the Civil War, slower pupils might study such topics as a biography of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, or Jefferson Davis. By using such materials as the *Landmark Books*, both their special interests and special reading needs would be met. The more able pupils of the group, on the other hand, might pursue such topics as a comparison of reconstruction practices which followed the Civil War and World War II.

All grouping in social studies classes should be kept flexible. Indeed, although grouping is important to meet class needs, undue emphasis—particularly on ability grouping—should be avoided. Activities carried on by the entire class and individual study projects can be just as profitable as committee assignments.

How Should Study Guides Be Used?

Teacher-prepared study guides can aid pupils in both reading comprehension and recall. These guides for individual reading and study are particularly helpful when essential but complex areas of the social studies unit must be covered. Study guides may be used profitably whether all pupils read from the same text source or whether multiple reading materials are provided for the class.

During the study-work period, teachers often require pupils to read certain textbook references. For this required reading, study guides prove helpful. Teachers in schools which do not provide identical textbooks for all pupils in a class may still require all pupils to read an important selection from a particular textbook. All pupils need not pursue this required reading on the same day or within a specified number of minutes. Some pupils will need more time for the reading than will certain others. The teacher may rotate the classwork from day to day, letting some pupils use study guides for required reading while other pupils engage in other types of study.

In classes where identical textbooks are available for all pupils, teachers find it effective to organize small study groups of two or three pupils for required reading and

study. Study guides are prepared in advance by the teacher for the required reading. In this procedure a study question is read by one pupil. All pupils in the study group read to find the answer. After the answer has been located the pupils decide jointly upon a free-expression answer and record it. Through working in these study teams each pupil is guided in reading for essential information. Furthermore, each pupil is continuously recalling and reciting the information he has read. Overuse of study teams, of course, can lead to boredom and confusion. Another danger is that weak pupils may grow unduly dependent on others if study teams are overused.

Teachers who use several different textbooks also find that study guides prove effective. Pupils may work singly or in teams as they find the answers to their questions in one or more books. As a pupil reads about an important concept from two or more sources he gains a deeper and broader understanding of the concept. As each of two or more authors stresses a geographic or social principle the pupil grows in realization of its importance. A usual result of reading from more than one reference is the ability of pupils to formulate more comprehensive answers to important questions.

In the use of multiple books for study, it is often desirable to provide at least two levels of study guides. Thus, the study guides as well as the reading materials can be adjusted to the needs of pupils. Level one guides may require brief, detailed reading for explicit answers. These guides also can provide vocabulary and organizational aids for immature readers. The level two or more difficult guides should require discriminative reading of longer passages and should encourage inferential reasoning and reflective thinking.

What About Discrepancies in Facts?

Frequently pupils may discover a discrepancy in the facts which are presented by different books. This situation is, of course, normal in academic life and cannot honestly be altered by avoiding the use of multiple reading material. Instead, situations in which the facts in different books vary can be used effectively to elicit critical thought on the part of pupils.

Pupils should be guided to reconcile the discrepancies in facts through careful reasoning. Copyright dates should be checked to see whether new inventions, discoveries, or developments are accountable for the differences in facts. For variations in the pronunciations or spelling of geographical names, pupils should learn to abide by the most reliable atlas available. For slight variations in historical facts, pupils might turn to a standard encyclopedia. In some cases, facsimiles of original documents may be available and should be studied.

As the members of a class discuss items that differ they learn to think on their feet, to compare authors, to recall relevant data, to engage in original reasoning, and to search out the truth. For example, pupils in one fifth-grade class who read from several different books found two dates given for the invention of the cotton gin. This incident provided keen motivation for extensive reading. One date was verified by reference to three standard encyclopedias for children. Finally, the pupils resolved the problem through reasoning that one date was that of application for the patent while the other date denoted the time the patent was granted. As the pupils reasoned together they realized that several different dates could be given and that each one would have a measure of truth. Through this experience, the pupils became aware of the need for care, precision, and accuracy in statements of fact.

Is Oral Reading Desirable?

Excellent opportunities are presented through the use of multiple books for occasional oral reading. The teacher may read orally an important current article that is too difficult for the pupils to read. A poem that will provide depth of feeling or aesthetic values may be read by a pupil or the teacher. Pupils can prepare different chapters of an important biography and take turns in reading them orally to the class. Pupils can listen with profit to the oral reading of an authentic excerpt which presents vivid detail. The description by a competent writer of a jungle, of the freezing of an arctic bay, or of the interior of a coal mine will make an indelible impression upon pupils. Source materials provide another important type of material for oral reading. Excerpts read from a letter, a speech, or a diary help to impress pupils with reality. Encouragement should be given pupils to read briefly from references to prove a point when deviations in point of view occur in class discussions. Authentic stories or articles written by pupils are often worthy of sharing with the entire class.

The following principles will guide teachers in the use of oral reading:

- Read silently and study a selection carefully before reading it to the class.
- Read only very significant and worthy materials.
- Avoid reading lengthy selections.
- Avoid reading selections that have been read previously by two or more pupils.
- Use a variety of different types of selections for oral reading.

Should Pupils Be Referred to Specific Pages?

The purpose for the day and the amount of time available for reading must determine whether the teacher will specify the pages or require the pupils to locate information independently. If the chief purpose of the pupils and the teacher is to read from several references in order to obtain information on a problem, there may be insufficient time for the pupils to locate the information and to read these selections.

The ability to locate information rapidly and accurately is a very important study skill for pupils to acquire. Throughout the study of a unit, time and guidance should be devoted to perfecting this skill. Multiple books provide a rich opportunity for pupils to acquire the ability to locate specific information in a natural, functional manner. As the need for greater skill in this ability is recognized by the pupils and the teacher, it is wise to spend occasional class periods in directing pupils in locating information and marking specific pages which will be read and studied at a later time.

A well-balanced combination of providing specific page references and requiring pupils to locate information independently is the best course to follow. One recommended procedure is to find specific page references for the most important books and to provide many other books in which pupils must locate information through the table of contents, the index, and through skimming.

How Much Time Is Needed For Reading?

No rule for time allotments can be made. For the social studies class, a generous block of time should be scheduled each day. At least three-fourths of an hour is needed from the intermediate grades through high school. Within this block of time, various activities other than reading take place. The entire period need not—and should not—be used solely for reading activities.

Group planning about the next question for study, locating information in the many different books, helping with strange and difficult words, locating important data on maps, distributing books, planning how to take notes, assisting pupils with keeping a list of references read, and discussing the information read are an incomplete list of necessary activities related to reading that consume some of the class period.

Pupils should not be permitted to read until they are unduly fatigued. The optimum amount of time for pupils to read will vary from grade to grade; it will vary for different pupils within a particular class; and it will vary for an individual pupil from day to day. The amount of time to spend in reading will depend upon the motivation of a class, the cruciality of the problem, the suitability of reading materials, and innumerable personal and physical factors.

How Can Desirable Study Habits Be Developed?

Teacher guidance during the reading of multiple materials is very important. Cooperatively the teacher and pupils should formulate specific study questions. Together they should plan how to proceed. As pupils work from day to day and from grade to grade, they should acquire knowledge about *how to study* as surely as they acquire knowledge about man and his problems. Their knowledge of study procedures should include:

How to formulate a question for study
How to locate information
How to weigh and evaluate the ideas read
How to take brief but accurate notes
How to recall what has been read
How to write a concise and critical summary.

Should There Be Home Study?

Research indicates that the most helpful type of home study is that of a differentiated, voluntary nature. Multiple books provide an excellent opportunity for this sort of home study. For pupils of the upper elementary and secondary grades, supplementary reading in relation to social studies is particularly desirable. Multiple books provide the means for adjusting the quantity and difficulty of home reading to the abilities, needs, and peculiar environmental factors of the individual pupils.

How Should Appraisals Be Made?

The surest mark of successful reading from multiple books is found through the careful observation of pupils. Children who want to read, who turn to books voluntarily to find information, to find personal satisfaction in reading, and who assume personal responsibility for obtaining and sharing accurate information *are* successful readers.

Mechanical appraisals violate the purposes that are fundamental to reading from multiple books. Routinized methods of checking reading often repel students from reading. Reading that is invariably accompanied with formal written exercises becomes associated with a difficult chore. Pupils who dislike written work and book reports may avoid reading in order to avoid the formal appraisal.

A variety of ways of evaluating reading should be used. The best appraisal is that which requires a pupil to construct his own opinions and ideas on the basis of what he has read and to make use of these ideas in some challenging situation. Oral discussions reveal the breadth and depth of a pupil's reading. Pupils should be encouraged to originate their own schemes and plans for appraising and recording their reading. Tests, written summaries,

outlines, personal notes, written reports, oral reports, class discussions, and research themes are some of the forms of evaluation most often used. All of these types of appraisal have merit and can be used advantageously in a variety of different ways.

Conclusion

Educational progress is not made through following routines. There is no single correct technique for using multiple books. Abundant and varied reading materials rarely fail to challenge teachers to study pupil needs, to experiment, and to devise a variety of excellent classroom procedures. The idea of using multiple books in social studies is an old and persistent one. The idea has been tested and proven to be successful in thousands of elementary and secondary school classrooms. The fact that multiple books and other reading materials are not more generally used should not be used as a criticism against the concept. Instead it is a lack of books and a lack of teacher insight which probably accounts for the present lag between what is known to be good practice and what is commonly followed in many classrooms.

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